

GOVERNOR BUSH MISSES MARK
ON COUNTRY PROSPERITY

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from California (Mr. SHERMAN) is recognized for 5 minutes.

Mr. SHERMAN. Mr. Speaker, we are engaged in a great fiscal debate in which the Governor of Texas tells us that, under his plan, every American who pays taxes will get tax relief. He is completely wrong. He should know that there are 15 million Americans who pay Federal taxes, who pay FICA taxes out of their wages that will not get a penny out of his tax plan, because he ignores the working poor. Those who care for people in nursing homes, those who clean our buildings and wash our cars are left behind. What is worse, of course, is that he provides almost half the benefits to the richest 1 percent of Americans.

Now, what concerns me most about the Governor's statements is that he mocks the importance of fiscal responsibility when he tells the country that the prosperity of the last 8 years has nothing to do with governmental decisions made in Washington.

He is correct that the lion's share of the credit for our national prosperity goes to American workers whose ingenuity, hard work and inventiveness is building a new economy. But for political gain, he denies that there is another essential element, and that is fiscal responsibility here in Washington.

By denying that what we do here in Washington has anything to do with how the economy performs, he grants to us a fiscal license, a statement that government has nothing to do with prosperity, hence government can do whatever it wants.

The fact is otherwise. The facts are that, during the mid-1980s and the late 1980s and the early 1990s, Americans were hard working and inventive and ingenious, and yet we did not have prosperity in this country.

□ 1945

Why? Because we had a budget deficit that was growing every year and threatened to swallow up private savings in our economy. We cannot afford the license the political rhetoric from the Governor of Texas would grant.

Now, we are told by the Governor that he does not want to provide so much benefit to the upper 1 percent. He tells us that his plan will provide only \$223 billion of tax relief to that richest 1 percent over the next 10 years. He does this by ignoring the second largest piece of his proposal, and that is his repeal of the estate tax. He tries to minimize the fiscal effect of that by using fuzzy phase-in figures.

But the fact is the estate tax will be producing \$50 billion a year, \$500 billion over 10 years, which means the wealthiest 1 percent, over a 10-year period, will be getting \$700 billion of tax relief, not just the \$223 billion the Governor admits to. That is why when we look at the estate tax and the income

tax the conclusion is clear: he provides more tax relief for the wealthiest 1 percent than everything he proposes to do to help our health care system, to strengthen Medicare, to strengthen the military and to provide for our schools combined.

It is time that we focus on the fiscal details of the plans of those who are running for President. This is not a popularity contest.

THE NATIONAL IMPROVEMENT IN
MATHEMATICS AND SCIENCE
TEACHING ACT

The SPEAKER pro tempore (Mr. DICKEY). Under a previous order of the House, the gentleman from New Jersey (Mr. HOLT) is recognized for 5 minutes.

Mr. HOLT. Mr. Speaker, we are fortunate to live in an exciting and prosperous time. The Internet has bridged gaps between generations and nations. Biotechnology has produced medical miracles. Our cars have more computing power than the Apollo spacecraft. Success in this information age depends not just on how well we educate our children generally but how well we educate them in science and mathematics specifically.

Following the launch of Sputnik in 1957, major steps were taken in the United States to improve resources going into science. The goal was to pursue a superior technical workforce. This produced generations of scientists and engineers who have contributed greatly to our economic and technical accomplishments. I am a product of the Sputnik revolution. I have spent several decades in the world of teaching and physics research. But now, as a policymaker, I see the shortcomings of our earlier revolution in science and mathematics education, and I see the need to increase our effort for science and mathematics education today.

The push for improving public competence in science and mathematics is justified by economics, national security, and arguments about democracy. It is also important for personal fulfillment. Mathematics and science bring order and harmony and balance to our lives. They teach us that our world is intelligible and not capricious. They give us the skill for lifelong learning; really for creating progress itself. From the evidence we currently have at hand, it is clear we are not providing this quality education in math and science to our children.

I am proud to have been one of four Members of the House and Senate to serve on the National Commission on the Teaching of Mathematics and Science, chaired by former Senator and astronaut, John Glenn, and including leaders from industry, academia and professional and educational organizations. The Glenn Commission, as it has come to be known, was established to improve math and science education throughout the United States, and in its report, released 3 weeks ago, "Before It's Too Late," the commission

identifies teaching as the most powerful instrument for reform; and thus teaching is the place to begin.

The commission calls for major changes throughout the teaching profession, the scientific professions, and the institutions that produce our teachers. Our country must devote attention to the quality, quantity and professional work environment of teachers in science and mathematics. In the next 10 years, we will have to recruit and hire 2.2 million teachers just to stay even with attrition in the teaching force. Most of these teachers, including all elementary school-teachers, will be called on to teach science, and many will feel inadequate to teach it.

Along with my colleague, the gentlewoman from Maryland (Mrs. MORELLA), who also served on the commission, I am introducing legislation that seeks to make these changes. The National Improvement in Mathematics and Science Teaching Act, as it is called, establishes a new title in the Elementary and Secondary Education Act to improve the quality of math and science education.

Specifically, this Glenn Commission bill establishes a State assistance grant program to recruit quality teachers into the field. Under this program, every State will receive funding that they can use for a variety of purposes that are designed to attract new and qualified math and science teachers. States can establish a loan forgiveness program, signing bonuses, or even create a career ladder for math and science teachers. The bill also establishes a similar grant program to improve professional development of these teachers. Like the previous grant program, States would have the flexibility to use these funds on a variety of activities, including master teacher initiatives, summer fellowships in relevant industries, or summer workshops, among other things.

The Glenn Commission bill establishes 15 John Glenn academies to recruit recent college graduates and mid-career professionals to compete for 3,000 prestigious 1-year paid academy fellowships. The fellows will be nationally recruited for a 1-year intensive course on effective teaching methods in mathematics and science. In return, these Glenn fellows will agree to teach for 5 years in districts with science and math teacher shortages. I am pleased that this bill establishes a grant program to address the achievement gap in math and science education.

Lastly, this bill establishes industry tax credits and deductions designed to encourage partnerships between schools and business and industry. Specifically, industries can receive tax credits for creating summer fellowships for math and science teachers. Likewise, businesses can receive deductions for donating new math and science equipment and materials to our public schools.

We are just days away from the end of the 106th Congress, so some may

wonder why I am introducing a bill so late in this congressional session. In fact, I could have waited to introduce this bill at the start of the next session, but I see this as a critical problem that needs to be addressed starting now. The Glenn Commission only released its report a few weeks ago, and I believe it is important to get to work as quickly as possible to address the recommendations of this commission.

We should not wait until next year to address an issue that will have such a huge impact on the future of our children and our country. If we are going to make a difference in the education and the lives of our citizens, it is imperative that we start making changes right away.

The gentlewoman from Maryland (Mrs. MORELLA) and I are trying to do this, and I urge my colleagues to support this important legislation.

EDUCATION

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) is recognized for 5 minutes.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, as I stand here and think about how the economy is booming, we talk about how many jobs that have been created; yet we have record unemployment, and we are passing bills to bring people over under the H-1B visas to take the better jobs. Now, I do not have a problem with that, Mr. Speaker; but we have got to educate the people here so that we do not continue to do this forever.

It has been said that a school is four walls and a roof with a future inside. If that is true, then we need to start to look at the investments that we make in education. I have heard far too much about the trillion dollar tax break and far too little on the investment in our future, which is with our young people. It is very simple. It is so easy. And this administration has taken a lead in standing firm and holding the line, hopefully until we can get some of these issues addressed.

All of us know we need additional teachers and after-school programs. We all know that we need to do something about our buildings. In my State of Texas there are buildings that have more portables than the main building, and some of the portables are a block from the first restroom that kids can go to. I do not believe that we think that all of this ought to be left to the local districts because they simply cannot afford it when the districts are poor.

Mr. Speaker, this is a wealthy Nation. This is a Nation that can do about whatever it wants to, and I do not believe that we are thinking soundly when we are willing to leave here without addressing the real needs of our future, which is our students. We have to get rid of these leaky inadequate buildings that have no heat, no running water, and are not even in a condition

to be wired properly for today's education. Yet we continue to talk about how much we can give for a tax break.

I do not know why it is so difficult to understand that kids simply cannot grasp what they are being taught if they are in a class with too many other children and only one teacher. In my State of Texas, the ratio is one teacher for 22 children. That is really above the national average, but every one of those asks for a waiver each year so that they can have even more students in a class. Just imagine young children coming to school for the first time and finding themselves in a class of 25, 30, and 40 children with one teacher. We wonder why they do not do well on tests and wonder why they drop out or start being absent from school. No child wants to feel that they are being left out, and yet that is what we are getting when we have our classes that are too large because we do not have enough teachers.

One of the reasons we do not have enough teachers is because we do not pay them adequately. If we graduate young teachers now from college that are well prepared for today's classrooms, they can get a job making twice as much almost anywhere else. We have got to address the issue of educating our young people, and we have to acknowledge that we have a long ways to go in many of these communities.

The answer is not vouchers for a private school. I do not have a thing against private schools. I think whoever wants to send their children to private schools should be able to do that. But I do not think it should be with taxpayers' money while we are neglecting the public schools, which is where 90 percent of the children have to go. Imagine kids still going to school in areas that are not safe, where half the teachers are eligible for retirement, but they simply cannot retire because they do not have anyone to replace them. They go into schools that are not equipped with our technology and computer hardware that we all say we have to have.

In spite of all this, Mr. Speaker, the Republican leadership stands in the way of bringing a bill to the floor to just spend a portion of what we call the surplus to address these basic needs. I am hoping that we can remember our ABC's. A, for additional teachers and additional after-school programs. Without additional teachers, my own State will lose something like \$146.8 million to reduce overcrowded classroom sizes.

And B is for building improvements. Current estimates indicate that my State faces \$13.7 billion in costs for school modernization; 76 percent of the schools in Texas report a need to upgrade or repair buildings.

And C, of course, Mr. Speaker, is reducing classroom size. Hopefully, that is simple enough that all of us can remember that and not go home this session without addressing this.

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from the District of Columbia (Ms. NORTON) is recognized for 5 minutes.

(Ms. NORTON address the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New York (Mr. ENGEL) is recognized for 5 minutes.

(Mr. ENGEL addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

CONGRATULATIONS TO CHRISTINE MARTIN, NEW J-SCHOOL DEAN

The SPEAKER pro tempore (Mr. SHIMKUS). Under a previous order of the House, the gentleman from West Virginia (Mr. MOLLOHAN) is recognized for 5 minutes.

Mr. MOLLOHAN. Mr. Speaker, I would like to offer my congratulations to Christine Martin, who was recently named dean of the Perley Isaac Reed School of Journalism at West Virginia University.

Dean Martin lead the school of journalism in an interim capacity for 1 year before receiving a permanent appointment. In that short term, she has greatly contributed to a first-class faculty with the addition of award-winning journalists George Esper and Terry Wimmer.

Mr. Speaker, in tribute to this talented, well-respected educator and journalist, and in recognition of her many achievements, I provide for the RECORD a recent newspaper article written on the occasion of her appointment as dean and extend my congratulations.

MARTIN SELECTED AS NEW J-SCHOOL DEAN

(By Chandra Broadwater)

Christine Martin, a West Virginia University journalism professor and interim dean of the Perley Isaac Reed School of Journalism, was selected as the permanent dean of the school last week.

The selection of Martin formally concluded a nationwide search for the position.

Martin was named to the post of dean after the search was narrowed down to three total finalists.

"I think that the school of journalism will be very well served with Chris as dean," Dean Bill Deaton of the College of Human Resources and Education and chair of the Journalism Dean Search Committee said. "She's demonstrated through her progress as interim dean her ability to effectively work with different media in the school."

Martin will be the first woman to lead the school and the sixth dean in its history.

"I've worked with Chris since I came to WVU in 1996 and I had also known her from a Pennsylvania paper that we both worked at," journalism professor and search committee member Leslie Rubinkowski said. "I know her as being an excellent journalist and good editor. She brings a lot of these qualities to her job."

Rubinkowski also acknowledges that Martin did a great job in getting projects within the journalism school started.